

## Assessment Grid

College Wide Graduate Educational Objectives	Program Goals	Program Learning Objectives	Courses Designed to Achieve the Objectives	Primary Assessment Strategies	Assessment Target	Timeline	Assessment and Outcomes and Recommendations for Change
1. Understanding the foundational content and philosophical assumptions of the field of TESOL/SPECIAL EDUCATION/CURRICULUM AND INSTRUCTION	Leadership	L.1. Analyze, evaluate, and respond to current trends and issues in education.	EDME 525	Current Issues Presentation	90% of students score a 3 or 4 on a 4 point rubric.	Fall 2014 Every 3 years	
				Comprehensive Exam	90% of students pass the content component of the comprehensive exam.	Fall 2015 Every 3 years	
	Leadership	L.5. Recognize the broad vision of schools and their role in shaping school culture and practice.	EDME 502	Reflective Journal Response to Current Literature	90% of students score a 3 or 4 on a 4 point rubric.	Summer 2013 Every 3 years	
	Practice	P.3. Apply relevant research-based learning theories to educational contexts.	EDME 503	Instructional Plan Project	90% of students score a 3 or 4 on a 4 point rubric.	Spring 2013 Every 3 years	
2. Engaging in scholarship in TESOL/SPECIAL EDUCATION/CURRICULUM AND INSTRUCTION	Practice	P.1. Locate, evaluate, and apply appropriate educational research.	EDME 531/533/534	Thesis/Research Project	90% of students score 90% or higher on Criterion #1 on the research rubric.	Fall 2015 Every 3 years	
			EDME 545				
	Leadership	L.4. Conduct quality research to address issues in student learning.	EDME 531/533/534	Thesis/Research Project	90% of students score 90% or higher on Criterion #2 on the research rubric.	Fall 2015 Every 3 years	
	Practice	P.3. Apply relevant research-based learning theories to educational contexts.	EDME 503	Evidence Based Practices Paper	90% of students score a 3 or 4 on a 4 point rubric.	Spring 2013 Every 3 years	

3. Developing proficiency in TESOL/SPECIAL EDUCATION/CURRICULUM AND INSTRUCTION sufficient to prepare students to enter professions, advance within one's profession, or to continue study for a terminal degree	Practice	P.2. Reflect on current practice and adapt as needed.	EDME 530/532	Final Reflection Paper  Reference on practice and applied theory—analysis of personal practice	90% of students score a 3 or 4 on a 4-point rubric.	Spring 2015 Every 3 years	
	Practice	P. 6.Analyze, critique, and develop effective curriculum.	EDME 525	Theory and Reflection Practice Synthesis Paper	90% of students score a 3 or 4 on a 4-point rubric	Fall 2014 Every 3 years	
	Practice	P.7.Assess, modify, and adapt curriculum.	EDME 525	Accommodations and Diversity Templates	90% of students score a 3 or 4 on a 4-point rubric	Fall 2014 Every 3 years	
	Practice	P.8.Develop and apply varied assessment and instructional strategies that are firmly grounded in theory, research, and practice.	EDME 530/532  EDME 551	Issue Paper- Practice	90% of students score a 3 or 4 on a 4-point rubric	Spring 2015 Every 3 years	
	Collaboration	C.1.Foster collaborative relationships among students, families, and educators to foster the well-being of all learners.	EDME 530/532	Issue Paper- Collaboration	90% of students score a 3 or 4 on a 4-point rubric	Spring 2015 Every 3 years	
	Collaboration	C. 2.Demonstrate intercultural competence	EDME 502	Autobiography Paper: Cultural Reflection	90% of students score a 3 or 4 on a 4-point rubric	Summer 2013 Every 3 years	

4. Articulating how faith connects to TESOL/SPECIAL EDUCATION/CURRICULUM AND INSTRUCTION and to potential career or service options in TESOL/SPECIAL EDUCATION/CURRICULUM AND INSTRUCTION	Leadership	L. 2.Confront structural barriers that impede student learning	EDME 505  EDME 502 EDME 504	Identification and Reflection Types of Leadership: Analysis and Paper	90% of students score a 3 or 4 on a 4 point rubric.	Spring 2014 Every 3 years	
	Leadership	L. 3.Apply ethical principles to complex problem-solving and decision-making	EDME 530/532  EDME 505	Issue Paper- Leadership, Professionalism and the Christian Faith	90% of students score a 3 or 4 on a 4-point rubric	Spring 2015 Every 3 years	
	Leadership	L.6.Promote collective responsibility for the well-being and development of all learners.	EDME 504	Synthesis Paper	90% of students score 3 or 4 on a 4-point rubric	Summer 2013 Every 3 years	
	Collaboration	C.4.Recognize the sociopolitical realities of schools and work to empower all students and families.	EDME 502	Community-Based Research Project	90% of students score a 3 or 4 on a 4-point rubric.	Summer 2013 Every 3 years	